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ABSTRACT

In 1991, a study was conducted at Johnson County Community College (JCCC), in Kansas, of "leavers," those students who were once enrolled at JCCC, but did not graduate, transfer to another institution, or complete a career program. Questionnaires were mailed to 1,860 students identified as leavers who had been enrolled at JCCC during fall 1990, spring 1991, or summer 1991. Survey results, based on a 23% response rate, included the following: (1) three out of four respondents had completely or partially achieved their JCCC educational objective; (2) 7 out of 10 of the respondents indicated that their self-confidence had been enhanced by attending JCCC; (3) approximately 65% of the respondents who had completed 15 or more credit hours, and 55% of those age 25 and older, indicated that JCCC had helped them to broaden their knowledge of the arts and sciences; (4) 6 out of 10 respondents indicated that JCCC had helped them to improve their written skills; (5) three out of four respondents indicated that their experiences at JCCC had improved their quality of life; (6) over 95% would recommend JCCC to friends, while 80% would encourage their own children to attend the college; and (7) primary factors for leaving JCCC included work schedule conflicts (30.2%), completed desired coursework (20.9%), financial difficulties (18.8%), lifestyle change, such as marriage or pregnancy (15.9%), and family or personal problems (10.2%). Data tables, verbatim responses, and the survey instrument are provided. (MAB)

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Educational Goal Attainment: A One-year Follow-up Study of Nonreturning JCCC Students

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Office of Institutional Research
October 1992

JC 920 580

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EDUCATIONAL GOAL ATTAINMENT: A ONE-YEAR FOLLOW-UP STUDY OF NONRETURNING JCCC STUDENTS

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October 1992

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INTRODUCTION

Unlike many four-year colleges and universities, community colleges serve a diverse population with varying educational needs. Thus, it becomes necessary to incorporate measures other than graduation rates as components of a comprehensive community college assessment of institutional effectiveness.

Three years ago JCCC initiated studies of leavers--students who had been enrolled at JCCC during a specific period of time and had not graduated, transferred to another college or university, or left the college with marketable skills developed in one of JCCC's 40 career programs. Results of these leaver studies primarily answer four questions: 1) "Did these students achieve their educational objective at JCCC?" 2) "How satisfied were they with their JCCC experiences?" 3) "Why did they leave JCCC?" and 4) "What are their future educational plans?"

Methodology

An unduplicated list of students enrolled at JCCC during fall 1990, spring 1991, or summer 1991 was compiled, then adjusted to eliminate students enrolled at JCCC in fall of 1991. The resulting list was further adjusted to eliminate those falling into one or more of the following categories: 1) JCCC career program completers, 2) College Now dual-credit high school students, 3) transfer students, and 4) former students who completed less than 6 total credit hours at JCCC. These adjustments resulted in a target population of 1,948 short-term leavers.

Two mailings were conducted, the first on November 11, 1991, and the second on December 2, 1991. Results of those mailings reduced the target population by an estimated 63 students for whom viable addresses were unavailable and 25 who indicated our records were in error (not enrolled at JCCC during 1990-91 or still enrolled). Of the remaining 1,860 leavers, 429 returned completed surveys for an adjusted response rate of 23%, about average for this type of study.

A summary of the major findings of the study follows. To enhance the usefulness of results, comparisons of findings of previous studies in this series have been provided where appropriate. A complete, tabular presentation of the results are provided in Appendix A. Selected verbatim comments reflecting perceptions of JCCC and suggestions for enhancing college programs and services are contained in Appendix B, and the survey instrument and cover letters are located in Appendices C and D, respectively. Caution should be exercised when interpreting verbatim comments as each comment reflects the opinion of one respondent only and may not necessarily be indicative of the opinions of the group as a whole.

Questions and comments pertaining to this study may be directed to:

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MAJOR FINDINGS

Achievement of JCCC educational objective

* Three out of four respondents had completely or partially achieved their JCCC educational objective. Of those, 85% indicated JCCC had helped them to achieve that objective.

* Over 92% of respondents continued to pursue the same educational objective while a student at JCCC.

Benefits of attending JCCC

* Seven out of ten respondents indicated their self-confidence had been enhanced by attending JCCC.

* The majority of respondents indicated their attendance at JCCC had helped them to improve their ability to make constructive use of time.

* Approximately 65% of respondents who completed 15 or more credit hours at JCCC, and 55% of those age 25 or above, indicated JCCC had helped them to broaden their knowledge of the arts and sciences.

* Six out of ten respondents indicated JCCC had helped them to improve their written communication skills, and 55% who had completed 15 or more credit hours at JCCC indicated the college had also helped them to improve their oral communication skills.

* The majority of respondents who had completed 15 or more credit hours at JCCC indicated the college had helped them to improve their decision-making skills.

* The majority of older respondents and those who had completed 15 or more credit hours indicated the college had helped them to clarify their personal values and goals.

* One out of two respondents who had completed 15 or more credit hours at JCCC indicated the college had helped them to improve their tolerance for people and ideas.

Satisfaction with JCCC

* Three out of four respondents indicated their experiences at JCCC had improved their quality of life.

* If starting now, 94% of respondents would attend JCCC again.

* Over 95% of respondents would recommend JCCC to friends.

* Nearly 80% of respondents would encourage their own children to attend JCCC.

Reasons for leaving JCCC

* *Over 20% of respondents left JCCC because all desired coursework had been completed, and nearly one in three indicated work schedule conflicts precluded re-enrolling at JCCC.*

  Other primary factors influencing the decision not to return to JCCC were financial difficulties (19%), lifestyle changes (16%) and family or personal problems (10%).

* *Less than 1% left because they found the JCCC coursework too difficult.*

Educational plans

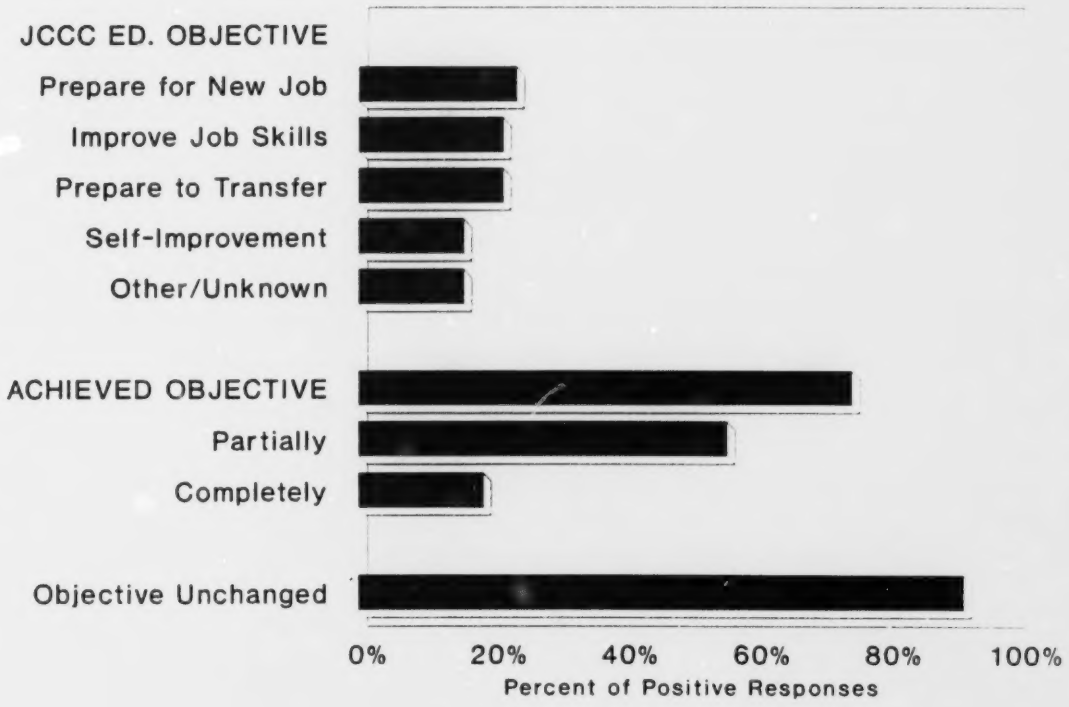
* *Three out of four respondents definitely planned to enroll again. Of those, 85% planned to re-enroll at JCCC.*

Did respondents achieve their educational objective at JCCC?

As Figure 1 depicts, respondents clearly "got what they came for" at the college. Fully 75% of respondents indicated they had completely or partially achieved their JCCC educational objective, about the same as respondents in 1990 (72%) and 1989 (77%).

Over 80% of those who indicated they had achieved their JCCC educational objective felt JCCC had helped them to achieve that objective in each of the three years the study was conducted. Note that 9 out of 10 respondents continued to pursue the same educational objective while a student at JCCC. See Table 3 in Appendix A for detailed results of findings.

Figure 1
Educational Goal Attainment

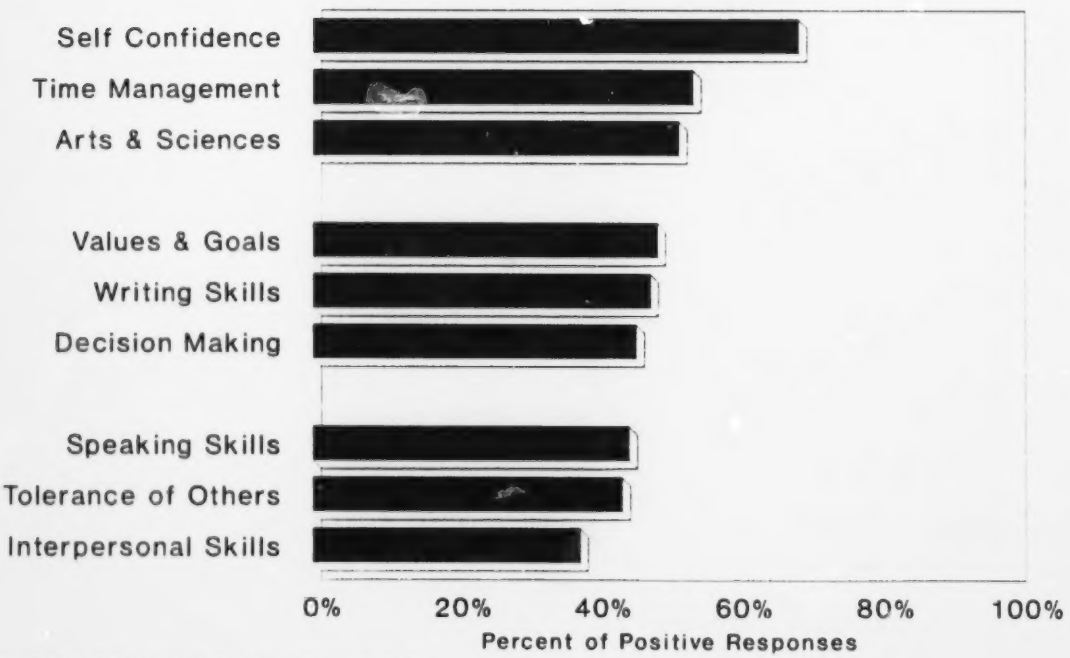


Which student characteristics were enhanced as a result of attending JCCC?

As Figure 2 clearly depicts, attendance at JCCC positively affected a variety of cognitive and noncognitive student characteristics.

Of special note is the fact that the majority of respondents indicated attendance at JCCC had enhanced their self-confidence (69%), improved their ability to make constructive use of time (54%), and helped to broaden their knowledge of the arts and sciences (52%). See Tables 5 to 7 in Appendix A for detailed results.

Figure 2
Characteristics JCCC Helped to Improve



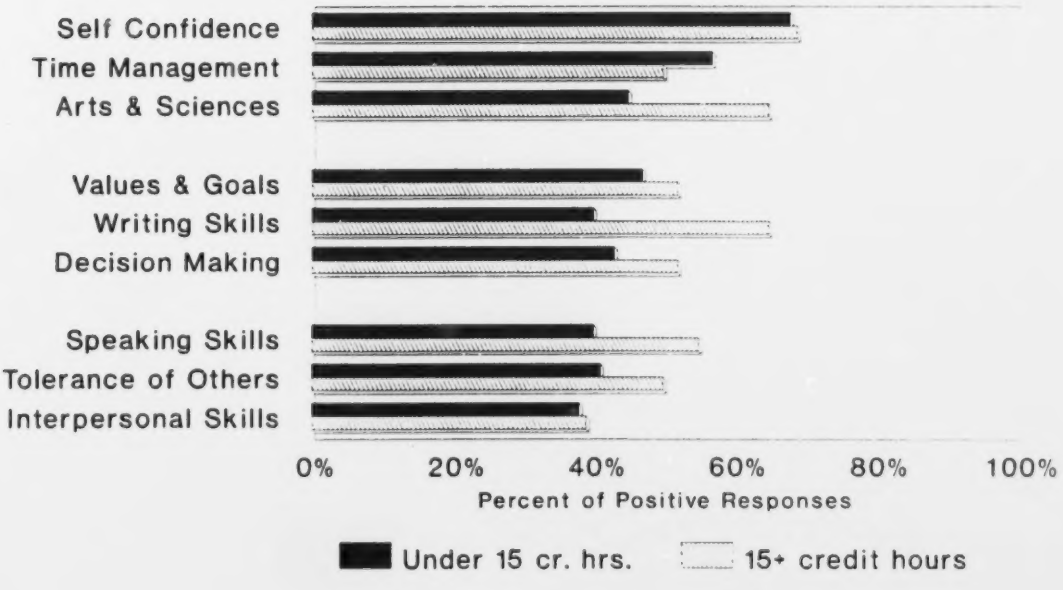
Note. Data collected on 5-point scale. Results reflect "strongly agree" and "agree" responses combined.

PERCEPTIONS OF JCCC EXPERIENCES BY CREDIT HOURS COMPLETED

Did the number of credit hours completed at JCCC positively influence respondent perceptions of their JCCC experiences?

As Figure 3 depicts, the number of credit hours completed at JCCC strongly influenced respondent perceptions of the effect attendance at JCCC had on most of the cognitive and noncognitive student characteristics identified on the survey. Of particular note were the differences in perceptions of how much JCCC helped to improve written communication skills (40% vs. 65%), oral communication skills (40% vs. 55%) and knowledge of the arts and sciences (45% vs. 65%) for former students who completed less than 15 credit hours as compared to those with 15 hours or more, respectively. See Table 6 in Appendix A for detailed results.

Figure 3
Perceived Improvements by Number of
JCCC Credit Hours Completed



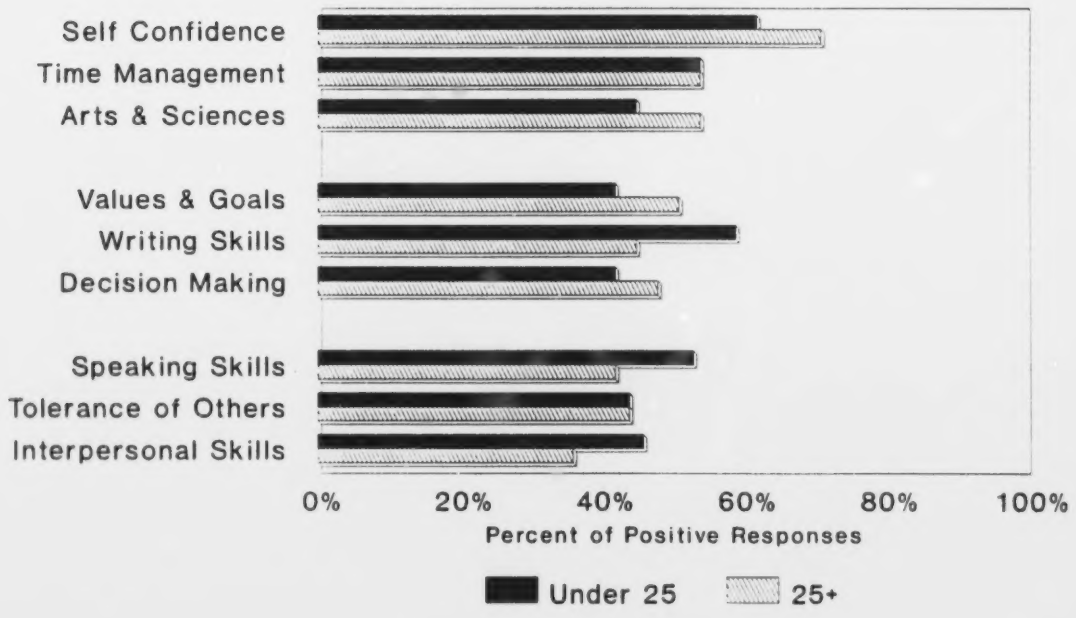
Note. Data collected on 5-point scale. Results reflect "strongly agree" and "agree" responses combined.

Did age influence respondent perceptions of their JCCC experiences?

As Figure 4 depicts, age did affect respondent perceptions of the effect of attendance at JCCC on several cognitive and noncognitive characteristics identified on the survey. More younger than older respondents reported improvement in oral communication skills (58% vs. 42%), written communication skills (59% vs. 45%) and in their ability to get along with others (46% vs. 36%).

More older than younger respondents reported improvement in clarifying their personal life values and goals (51% vs. 42%), enchancing their self-confidence (71% vs. 62%), and broadening their knowledge of the arts and sciences (54% vs. 45%). See Table 7 in Appendix A for detailed results.

Figure 4
Perceived Improvements by Age



Note. Data collected on 5-point scale. Results reflect "strongly agree" and "agree" responses combined.

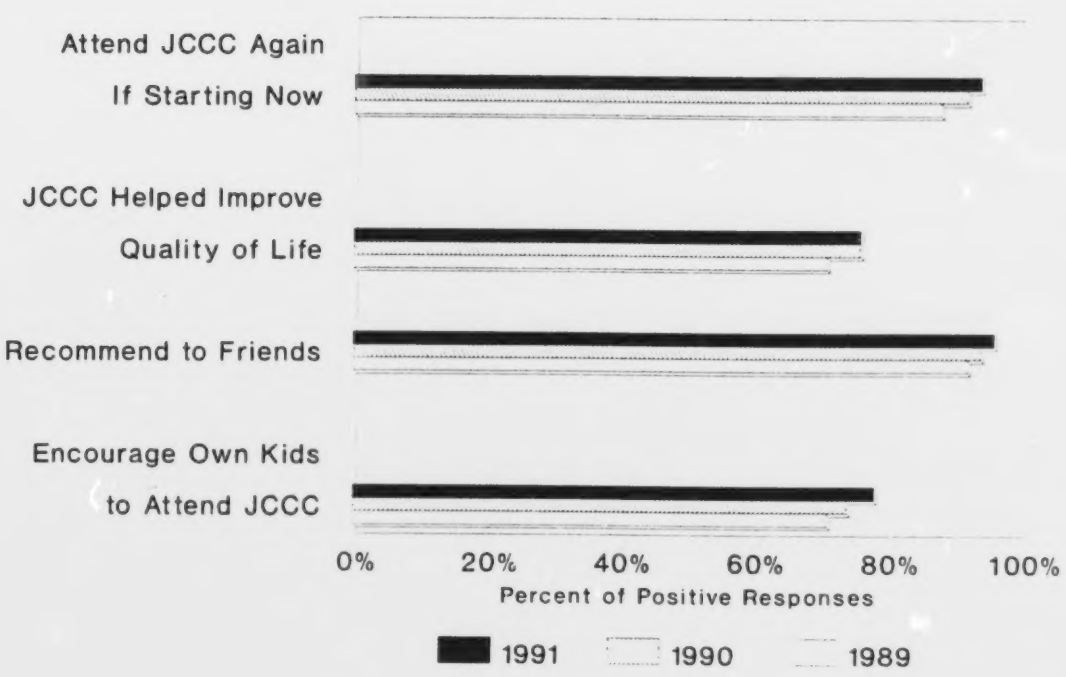
SATISFACTION WITH JCCC

Were respondents satisfied with JCCC?

Satisfaction with JCCC was measured in a variety of ways and elicited very positive results in each of the 3 years this study was conducted. As Figure 5 depicts, three out of four respondents felt their JCCC experiences had improved the quality of life for them. Furthermore, **over 90% indicated they would** attend JCCC again if starting now.

Although a substantial difference still exists between the percent of respondents who would recommend JCCC to friends and those who would encourage their own children to attend JCCC, the gap appears to be closing somewhat. Nearly 96% of respondents indicated they would recommend JCCC to friends (up from 94% in 1990 and 92% in 1989), and 78% would encourage their own children to attend JCCC (up from 74% in 1990 and 71% in 1989). See Table 8 in Appendix A for detailed results.

Figure 5
Measures of Satisfaction

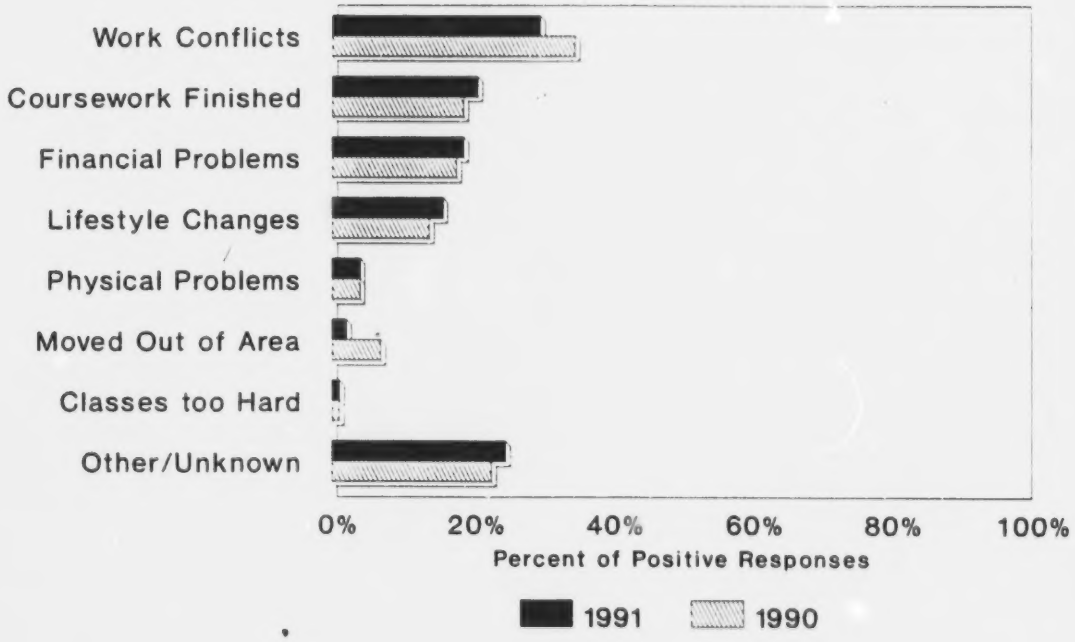


Why do students who have neither transferred nor completed a course of study at JCCC choose not to re-enroll?

The reasons for leaving JCCC are as varied as the student body itself, but have remained fairly consistent for the past two years. No attempt was made to compare 1989 findings to those of 1990 and 1991 due to inclusion of transfer students and those completing less than 6 JCCC credit hours in the 1989 population. As Figure 6 depicts, the reasons most often cited for not re-enrolling at JCCC were work schedule conflicts (30%), completion of desired coursework (21%), financial difficulties (19%), lifestyle changes (16%), and family or personal problems (10%). Less than 1% of respondents indicated they had left JCCC because they found the coursework too difficult, and only 5% left because of physical problems or moving out of the area.

See Table 8 in Appendix A and selected verbatim comments in Appendix B for more detailed information on reasons for leaving JCCC.

Figure 6
Reasons for Leaving JCCC



Note. Multiple response item; percentages are not additive.

EDUCATIONAL ACHIEVEMENTS AND PLANS

How much schooling have respondents already completed, and what are their future educational plans?

Survey respondents had attained higher levels of education than the JCCC student body as a whole. As Figure 7 depicts, one in three had **already** completed an associate's degree or above in both 1990 and 1991, compared **to** approximately 20% of JCCC students **enrolled in fall** of 1991 **who had** completed more than 64 college credits.

Over 80% of both 1990 and 1991 respondents earned mostly A's and B's at JCCC, and three out of four planned to enroll again within the next year. Of those, fully 85% planned to re-enroll at JCCC. See Tables 9 and 10 for detailed results.

Figure 7
Educational Achievements & Plans

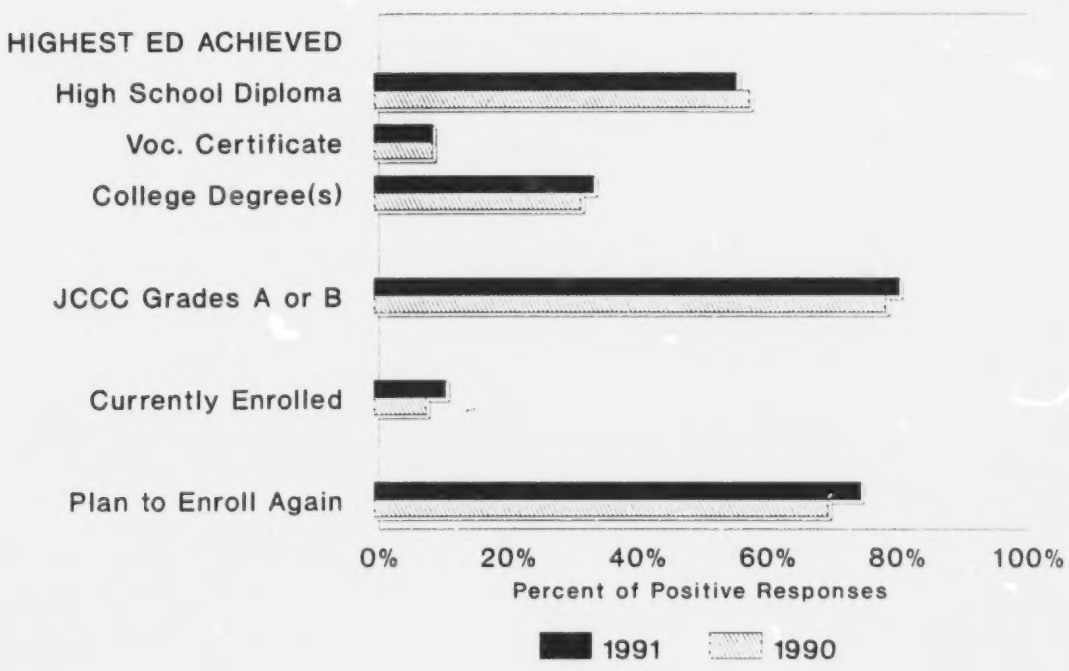


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Table 1

DEMOGRAPHIC PROFILE

	Number of Responses	Percent
Sex		
Male	161	37.5%
Female	265	61.8
Unknown	3	0.7
Age		
Under 25	97	22.6%
25 to 30	86	20.0
31 to 35	66	15.4
36 to 40	57	13.3
41 to 50	69	16.1
Over 50	41	9.6
Unknown	13	3.0
Mean = 34.5; Median = 32.8		
Race		
White/other	390	90.9%
African American	8	1.9
Hispanic	8	1.9
American Indian or Alaskan	6	1.4
Asian or Pacific Islander	6	1.4
Unknown	11	2.5
Marital Status		
Currently married	251	58.5%
Never married	129	30.1
Previously married	46	10.7
Unknown	3	0.7
Family Income		
Under $20,000	68	15.9%
$20,000 to 40,000	120	28.0
40,001 to 60,000	113	26.3
60,001 to 80,000	60	14.0
80,001 to 100,000	20	4.7
Over 100,000	22	5.1
Unknown	26	6.0

Table 2

EMPLOYMENT PROFILE

	Number of Responses	Percent
Employment Status		
Employed full-time (30+ hours/week)	288	67.1%
Employed part-time (Under 30 hours/week)	53	12.4
Full-time military	3	0.7
Unemployed, actively looking for work	17	4.0
Out of labor force	60	14.0
Unknown	8	1.8
Satisfaction with Present Job		
Very satisfied	121	35.2%
Somewhat satisfied	118	34.3
Neutral	32	9.3
Somewhat dissatisfied	43	12.5
Very dissatisfied	30	8.7

Table 3

JCCC EDUCATIONAL OBJECTIVE

	Number of Responses	Percent
Original Educational Objective at JCCC		
Prepare to transfer	96	22.4%
Improve skills for present job	93	21.7
Study topics of interest/self-improvement	70	16.3
Explore career possibilities	37	8.6
Prepare to enter job market	33	7.7
Prepare to change careers	33	7.7
Remedy or review basic skills	11	2.6
Other/unknown	56	13.0
Changed Educational Objective		
No	396	92.3%
Yes	28	6.5
Unknown	5	1.2
New Educational Objective		
Improve skills for present job	7	25.0%
Prepare to transfer	6	21.4
Prepare to enter job market	4	14.3
Prepare to change careers	3	10.7
Explore career possibilities	3	10.7
Study topics of interest/self-improvement	1	3.6
Other/unknown	4	14.3
Achieved Ultimate Educational Objective at JCCC		
Yes, completely	79	18.4%
Yes, partially	241	56.2
No	104	24.2
Unknown	5	1.2
JCCC Helped Achieve Objective		
Yes	271	84.7%
Unsure	35	10.9
No	10	3.1
Unknown	4	1.3

Note. See verbatim comments in Appendix B for reasons respondents gave for not achieving their JCCC educational objective.

Table 4

JCCC PROFILE

	Number of Responses	Percent
Last JCCC Enrollment		
Fall 1990	125	29.1%
Spring 1991	239	55.7
Summer 1991	56	13.1
Unknown	9	2.1
Semesters Enrolled at JCCC		
1 or 2	211	49.2%
3 or 4	121	28.2
5 or 6	44	10.3
7 or 8	14	3.3
9 or more	12	2.8
Unknown	27	6.2
Mean = 3.1; Median = 2.4		
Credit Hours Completed at JCCC		
Under 10	190	44.3%
10 to 15	85	19.8
16 to 30	88	20.5
31 to 45	23	5.4
46 to 60	14	3.3
Over 60	4	0.9
Unknown	25	5.8
Mean = 14.9; Median = 10.1		
Program Major at JCCC		
Business/technology	115	26.8%
Computer science	67	15.6
General studies	52	12.1
Social science/community service	37	8.6
Education/humanities/fine arts	26	6.1
Communications	22	5.1
Engineering/architecture	13	3.0
Science/math	34	7.9
Other/unknown	63	14.8

Table 5

PERCEPTIONS OF JCCC EXPERIENCES

	Number of Responses	Agree	Neutral	Disagree	Mean
Enhanced self-confidence	406	68.5%	26.6%	4.9%	2.64
Helped improve ability to make constructive use of time	407	54.3	37.8	7.9	2.46
Helped broadened knowledge of the arts and sciences	399	51.9	39.1	9.0	2.43
Helped clarify personal life values and goals	406	48.5	41.2	10.3	2.38
Helped improve written communication skills	404	48.3	42.0	9.7	2.39
Helped improve decision-making skills	406	46.3	45.6	8.1	2.38
Helped improve oral communication skills	405	44.9	45.7	9.4	2.36
Expanded tolerance for people and ideas	402	44.0	48.0	8.0	2.36
Helped improve ability to get along with others	403	38.2	51.9	9.9	2.28

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 6

PERCEPTIONS OF JCCC EXPERIENCES BY
NUMBER OF JCCC CREDIT HOURS COMPLETED

	Less Than 15 Credit Hours Completed					15 or More Credit Hours Completed				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Enhanced self-confidence	269	68.4%	26.4%	5.2%	2.63	137	68.6%	27.0%	4.4%	2.64
Helped improve ability to make constructive use of time	269	56.5	36.4	7.1	2.49	138	50.0	40.6	9.4	2.41
Helped broaden knowledge of the arts and sciences	266	45.1	45.1	9.8	2.35	133	65.4	27.1	7.5	2.58
Helped improve written communication skills	267	39.7	50.6	9.7	2.30	137	65.0	25.5	9.5	2.56
Helped clarify personal life values and goals	268	46.6	41.5	11.9	2.35	138	52.2	40.6	7.2	2.45
Helped improve decision-making skills	267	43.4	48.4	8.2	2.35	139	51.8	40.3	7.9	2.44
Helped improve oral communication skills	268	39.9	50.0	10.1	2.30	137	54.7	37.3	8.0	2.47
Expanded tolerance for people and ideas	264	40.9	50.8	8.3	2.33	138	50.0	42.8	7.2	2.43
Helped improve ability to get along with others	266	37.6	52.6	9.8	2.28	137	39.4	50.4	10.2	2.29

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

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Table 7

PERCEPTIONS OF JCCC EXPERIENCES
BY AGE OF RESPONDENT

	Under 25 Years of Age					Age 25 or Older				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Enhanced self-confidence	104	61.5%	31.8%	6.7%	2.55	302	70.9%	24.8%	4.3%	2.67
Helped improve ability to make constructive use of time	105	54.3	36.2	9.5	2.45	302	54.3	38.4	7.3	2.47
Helped broaden knowledge of the arts and sciences	103	44.7	42.7	12.6	2.32	296	54.4	37.8	7.8	2.47
Helped improve written communication skills	103	59.2	30.1	10.7	2.49	301	44.5	46.2	9.3	2.35
Helped clarify personal life values and goals	104	42.3	44.2	13.5	2.29	302	50.7	40.0	9.3	2.41
Helped improve decision-making skills	105	41.9	54.3	3.8	2.38	301	47.8	42.6	9.6	2.38
Helped improve oral communication skills	103	53.4	35.9	10.7	2.43	302	42.1	49.0	8.9	2.33
Expanded tolerance for people and ideas	102	44.1	45.1	10.8	2.33	300	44.0	49.0	7.0	2.37
Helped improve ability to get along with others	103	45.6	43.7	10.7	2.35	300	35.7	54.6	9.7	2.26

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

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Table 8

SATISFACTION WITH JCCC AND
REASON FOR LEAVING

	Number of Responses	Percent
JCCC Improved Quality of Life		
Definitely	**148**	**34.5%**
Probably	**179**	**41.7**
Uncertain	**56**	**13.1**
Probably not	36	8.3
Definitely not	5	1.2
Unknown	5	1.2
If Starting Now, Would Attend JCCC Again		
Definitely	291	67.8%
Probably	111	25.9
Uncertain	14	3.3
Probably not	5	1.2
Definitely not	4	0.9
Unknown	4	0.9
Would Recommend JCCC to Friends		
Yes	410	95.6%
Unsure	13	3.0
No	5	1.2
Unknown	1	0.2
Would Encourage Own Children to Attend JCCC		
Yes	336	78.3%
Unsure	62	14.5
No	22	5.1
Unknown	9	2.1
Reason for Leaving JCCC[1]		
Work schedule conflicts	127	30.2%
Completed desired coursework	88	20.9
Financial difficulties	79	18.8
Lifestyle change (marriage, pregnancy, etc.)	67	15.9
Family/personal problems	43	10.2
Physical problems/illness	15	3.6
Moved out of area	6	1.4
Coursework too difficult	3	0.7
Other	104	24.7

Note. [1] Multiple response item; numbers and percentages are not additive.

Table 9

CURRENT EDUCATIONAL PROFILE

	Number of Responses	Percent
Currently Enrolled		
Yes, full-time	22	5.1%
Yes, part-time	26	6.1
No	378	88.1
Unknown	3	0.7
Where		
The University of Kansas	14	29.2%
Kansas City, Kansas Community College	4	8.3
Emporia State University	4	8.3
Kansas State University	1	2.1
Other Kansas colleges & universities	2	4.2
University of Missouri at Kansas City	6	12.5
Other Missouri colleges & universities	4	8.3
Out-of-area colleges & universities	3	6.3
Unknown	10	20.8
Highest Level of Education Attained		
High school diploma	238	55.5%
Vocational certificate	39	9.1
Associate degree	19	4.4
Bachelors degree	94	21.9
Masters degree	29	6.8
Doctoral/professional degree	4	0.9
Unknown	6	1.4
Self-Reported JCCC Grades		
Mostly A	192	44.8%
Mostly A and B	115	26.8
Mostly B	41	9.6
Mostly B and C	42	9.8
Mostly C	24	5.6
Mostly C and D	9	2.1
Mostly D	1	0.2
Unknown	5	1.1

Table 10

FUTURE EDUCATIONAL PLANS

	Number of Responses	Percent
Current Educational Objective		
Improve skills for present job	100	23.3%
Study topics of interest/self-improvement	75	17.5
Prepare to transfer	59	13.8
Prepare to enter job market	28	6.5
No plans for more education	27	6.3
Prepare to change careers	25	5.8
Explore career possibilities	25	5.8
Prepare for graduate school	23	5.4
Other/unknown	67	15.6
Plan to Enroll Again		
Yes	322	75.1%
Unsure	81	18.9
No	19	4.4
Unknown	7	1.6
Where		
JCCC	274	85.1%
The University of Kansas	16	5.0
Emporia State University	2	0.6
Kansas State University	1	0.3
Pittsburg State University	1	0.3
Washburn University	1	0.3
Other Kansas colleges & universities	3	0.9
University of Missouri at Kansas City	5	1.6
Avila College	2	0.6
Penn Valley Community College	2	0.6
Other Missouri colleges & universities	3	0.9
Out-of-area colleges & universities	3	0.9
Unknown	9	2.9

What other reasons were there for deciding not to continue your studies at JCCC?

Started home business.

Class was full.

Courses not available.

Needed time away to study other things.

Too many other commitments.

Currently working full-time; no time for more schooling.

Burnout.

Not enough night classes!

I take courses when they interest me.

Course I wanted to take offered only during daytime; I needed a night or weekend class.

Tried to late enroll and found long lines and closed classes.

Didn't seem to have dedicated teachers.

I'm married, the mother of two children, and caring for my mother. Right now, there are just not enough hours in the day.

Went into military.

Conflicted with travel and political activities.

Undecided about career goals.

Coursework does not transfer.

Disagreement with teaching style of instructor.

Will be moving.

I was told that I could not enroll for additional classes. They were needed for "serious students."

Couldn't decide on any goals or direction; no purpose to go to school.

Went on two-year church mission.

What was your primary educational objective when first enrolling at JCCC, other than those listed?

Wanted to get a degree as a personal goal.

To pick up two classes I couldn't get at MANC.

I needed a course in college algebra to enter the MBA program at KU.

To develop retirement interests.

To take courses of interest at night--something to do so I don't work late.

I needed a few classes before starting my master's program.

To begin working toward my basic education goal.

Why didn't you achieve your JCCC educational objective?

I didn't transfer to another school.

Planning to re-enroll and continue education.

I began, but became undecided as to what degree to pursue and decided to take spring 1990 semester off. Then I found out I was pregnant. I hope to return in a year or so.

I was unable to finish studies due to financial changes at home. I need to work full-time at the present time.

I spent 4 years to get 36 hours. It's difficult to commit another 4 years to finish.

I had acquired all courses needed for certificate except work study program. I couldn't find a part-time job in the field without giving up my present job.

I found it difficult to find any programs that I could complete by going to school at night, and I couldn't afford to quit my job to attend day classes. I would love to be able to do this.

This is only a temporary absence. I intend to return.

Still not positive which degree to pursue, but will continue to explore when I am able to enroll again.

Length of semesters too long; takes too long to complete degree for a working adult.

Why didn't you achieve your JCCC educational objective?

*It was my opinion that JCCC did **not offer a basic math or algebra course that** was comprehensive enough to satisfy **my interest in this subject**.*

*I decided I didn't **want** to be a **paralegal**.*

Had to stop due to unemployment.

No health services administration program.

I haven't yet decided which 4-year degree I want to get.

I hated my classes, teachers, and the high school mentality of everyone so much I quit!

Choice of some courses led me to think I made some wrong decisions.

I can't afford to go to school full-time. I work too much to give it the attention I want to give it. I can't accomplish my education fast enough with just one or two classes per semester.

Unable to return due to family obligations and financial difficulty in meeting tuition payments.

Got a job in my field.

Because I wanted to get a bachelor's degree in physical therapy. I couldn't afford to keep going. I do want to go back to school though, when financially set again.

My lifestyle changed.

I was told that I could not receive my certificate because I did not apply for graduation by the deadline and could only apply during the semester I was enrolled!

While I was going to school, I was working part-time and school full-time. I am a single parent and wasn't spending time with my children. I was mentally and physically drained. When my children are in school all day, I will go back to school part-time.

Wanted to prepare for a BA in business administration and counselor said few, if any, JCCC courses transferred.

Too much stress and needed to eliminate it (i.e., school).

I am attempting to satisfy prerequisite courses and then apply for the nursing program. I have not finished these yet.

Why didn't you achieve your JCCC educational objective?

Did not have an objective.

Back injury caused me to drop out in the second semester.

I have not as yet, since my personal problems (illness) are not completely over with. But I will go back as soon as I can since I think JCCC is great for going back to school at any age.

Speech was required to complete the AA. If two classes were missed, coursework could not be passed (by department rule). Because I travel some for my company, there was no way I could avoid missing two classes.

Started a new job; conflicting schedule.

If I want to be a dental hygienist, then I am required become a full-time student, which I can't do. I could not go to school full-time with no job to support myself and my son. I wish they offered the program part-time.

I had to quit taking classes--things got too hectic.

I was not sure that was the field I wanted to go into anymore.

What is your current primary educational objective, other than those listed?

To receive a degree in business--just because I want to.

Complete the LPN program and then return to JCCC.

Finish my master's at KU.

I will continue at JCCC as soon as personal circumstances will permit.

To further myself with current company I am with.

I plan to take off a couple more semesters to care for our baby, then go back to school for one or two classes at a time.

To attend full-time if ever I don't need money.

To come back to JCCC and start over.

Now that I have recovered from my back injury, I hope to attend JCCC again.

Hold off for awhile and come back later to prepare for a career.

To complete my AA degree.

Comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students.

Have more ***computer-related classes on weekends instead of in the evenings.***

I'm interested ***in pursuing a degree in commercial art, but must continue my*** *full-time job. All classes in the CA curriculum require two nights a week attendance for three hours of credit. I am unable to attend more than two nights a week, so the goal seems impractical. It would take nearly 8 years minimum!*

Weekend or evening theatre and dance classes.

Open afternoon lab for noncredit students who want to improve their skills.

More creative writing courses geared toward a specific genre would be helpful. Also, perhaps the opportunity to have published authors as guest instructors in those genres.

I would like to learn medical record technology but don't want to go to Penn Valley.

For business courses, I would like to have more instructors from industry vs. academia.

It would be helpful to have courses presented as they are described in the catalog. I took a "basic" pagemaker class that was anything but basic. Since I instruct users on computer systems, I realize that knowledge levels vary greatly among students. However, if the course says basic, it should start at that level. Then it is the instructor's responsibility to keep the more advanced students challenged. The basic students should not be made to "keep up" with advanced students, especially in a course described as "basic."

Start limiting enrollment. I felt very lost in the crowd. I had trouble in math and went to the math learning center for assistance with some homework problems. They went too fast for me and moved on to the next student, leaving me frustrated. My teacher always hurried out after class, so I couldn't discuss any special areas of concern.

JCCC needs to make more curriculum available during the evening, and classes should start a little later--maybe 6:15 or 6:30. It's hard to get to JCCC, find parking, then make to class on time when one works until 5:00 pm.

I wish classes on teaching were expanded to include upper-level classes, not just intro. It would be great for JCCC to become a 4-year university. It will be difficult for me to move on to KU and deal with the commute or to UMKC and deal with out-of-state tuition.

You add to the quality of life for seniors in Johnson County--keep it up!

Comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students.

I would like **quarter classes; i.e., one semester from August to October. It** *would allow a* **full-time employee to complete school much faster. In addition,** *it would be* **wonderful to get some credit for work experience.**

The cost of attending JCCC is affordable. Hopefully, fees will continue to stay at a level that will allow most individuals to attend. Parking is not great. Instructors appear to be better than average. Courses could be offered on weekends and have shorter semesters.

More visual aids for the classroom. It will keep the students more involved in the class to better understand material.

Expand your phone lines for enrollment.

In my opinion, from the limited exposure I've had at JCCC, it is an excellent school. If I were just beginning college, I would consider beginning at JCCC. I may even take a course just for interest later on.

Since some classes require the same text, it would be nice if you did not change them every semester so we can use the ones we already bought instead of having to buy new ones. This would really help out financially.

I felt the move from intermediate algebra to college algebra needed to be smoother. The difference in these two courses was too extreme.

More night classes are needed for people like me who have a job they presently can't give up, but would like to get a degree. Plus, I think once you take an assessment test you shouldn't have to take another one just because you set out a semester or two.

I have always been interested in learning about computers used in robotics. A class like this should be very popular.

I believe a reciprocal agreement with KCMO residents would be mutually beneficial. Also, I would encourage you to continue to work to improve that blasted phone system you have. It's really a shame that such a good school leaves such an unprofessional impression through its phones.

I would like to see a degree program in the area of quality assurance or a related area. Longview College is the only one I know of in this area with a degree program in Q.A.!

Just filling this out was helpful in reminding me to get back on track.

I like going to a school where you don't feel like a number. You have a one-on-one relationship with the teachers and can get help when needed.

Comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students.

I am currently enrolled in the cooperative fire science program which involves PVCC, KCKCC, and JCCC. Although I live in Missouri, I may still try to get my AA from Johnson County. I much prefer the fire science program at JCCC, the school in general, and the instructors, as opposed to PVCC. I also attended JCCC 1981-83 full-time and felt it provided a great setting for moving on to a 4-year school.

I was disappointed that the section of German II I was enrolled in for spring 1990 was cancelled. Especially distressing was the short notice--45 minutes before I was to leave for the first class of the semester.

PLEASE, PLEASE let us register (in person) on more than one day. For example, all "G's" can only register in person on day X until open enrollment, and that's very hard to do. The phones are always busy, too. Please also mail out course catalogs to all students, current as well as former.

I attended two semesters of evening classes, and it seemed the teachers were just looking for something to fill their time. They didn't seem to be concerned about the kind of education that was given. There are many of us who cannot stop working to go to school during the day to get adequate classes and teachers. I'd like to see some improvement in these areas--teachers and course selections.

Please have advanced desktop publishing classes, especially Quart Xpress for the Mac.

Keep it a community college, not a junior college preparing students for KU, KSU, etc. The trend is certainly going toward a junior college.

I would like to attend JCCC full-time but I need proper financial assistance and have no resources.

It would be nice to have satellite credit courses nearer residents of northeast Johnson County.

I'd love to see some courses on folklore, fables of various countries and our own. Happy to see a story telling class with Donnis Rogers. Love childrens' literature courses--more about junior level books.

JCCC has a superb fine arts dept. and it should be expanded. My BFA from KU didn't prepare me as well as this smaller school for a master's program. I've been a working commercial artist for 25 years until recently.

I really think that you should increase the number of people you accept into the dental and nursing programs. I also think that some of the requirements to get into these programs are somewhat outrageous.

Comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students.

I think the teachers are excellent. I found the majority of my teachers to not only have their master's, but also Ph.D's. They make you work to pass, but in the process you are learning. Thank you.

I have the highest respect for the staff and environment of JCCC. Even in my "twilight years" I feel very much at home in any class I deem to take--a wonderful experience!

The only thing I disliked at JCCC is after I took my enrollment testing I was told I needed to take a reading class before I could take Comp I. I felt that class was a total waste of time, and have discouraged my friends from taking the course.

I have been very disappointed in the lack of flexibility at JCCC. While I did not expect that the coursework would be designed for other than young high school graduates, I did think that some allowances could be made for older, motivated learners . . . I did have a number of positive experiences at JCCC. Having been a solitary student for so many years, it was exciting to discuss and share ideas with others.

Don't continue to cut drafting programs. You had a good program, but some classes are not offered anymore and others only occasionally.

The counselors need to be more aware of what the classes do. I had a counselor tell me about a class to review skills, and it turned out to be for beginners. I wasted my enrollment time and had to transfer to what the instructor advised. The instructor even seemed disgusted that the counselor told me to enroll in that class.

Make financial aid easier to obtain.

You are too big for a junior college . . . expanding too fast!

The departments need to pay more attention to individual students. In one department the teachers missed more classes than their students.

The telephone enrollment is a great idea, but I attempted calling for one hour on three different occasions. On the third occasion my phone call was connected at 4:25 and I remained on the phone until 5:20 pm. I didn't know whether to hang up or keep waiting. I finally hung up, and was unable to enroll. It was frustrating. Maybe more operators could be available and a message given to let people know periodically if they should stay on the line or hang up.

Eliminate philosophy telecourse--absolutely terrible! I really enjoy registering by phone.

JOHNSON COUNTY COMMUNITY COLLEGE
SHORT-TERM EDUCATIONAL OBJECTIVES SURVEY
FALL 1991

Dear Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible; then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

_____NOTE: If you are currently enrolled at JCCC, please check here and return the uncompleted survey in the envelope provided. We are only surveying former JCCC students at the present time. Thank you.

1. When were you last enrolled at JCCC? Summer of 19_____ Fall of 19____ Spring of 19____

2. Why did you decide not to continue your studies at JCCC? (Check all that apply)

____1. Unnecessary (completed desired coursework)
____2. Financial difficulties
____3. Family/personal problems
____4. Work schedule conflict
____5. Lifestyle change (marriage, pregnancy, etc.)
____6. Moved out of area
____7. Physical problems/illness
____8. Coursework too difficult
____9. Other (please specify)

3. What was your major or main area of study at JCCC? _____

4. How many credit hours did you complete at JCCC? _____

5. How many semesters were you enrolled at JCCC? _____

6. What was your primary educational objective when first enrolling at JCCC? (Check only one)

____1. Prepare to transfer to another college or university
____2. Prepare to enter the job market
____3. Improve skills for your present job
____4. Explore courses to decide on a new career
____5. Remedy or review basic skills
____6. Study topics of interest or for self-improvement
____7. Prepare to change careers
____8. Other (please specify)

7. Did you change this educational objective (not your major) while a student at JCCC?

____1. Yes, new objective is _____
____2. No

8. Did you achieve your JCCC educational objective?

____1. Yes, completely
____2. Yes, partially
____3. No (If no, briefly explain, then skip to Question 10)

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9. Did JCCC help you to achieve this educational objective?

____1. Yes
____2. Unsure
____3. No (if no, please explain)

---

10. Below are several goals that "typical" students have for their college experiences. Please indicate how much you agree that your experiences at JCCC helped you to accomplish these goals.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Broadened my knowledge of the arts and sciences	1	2	3	4	5
B. Improved my ability to communicate orally	1	2	3	4	5
C. Improved my ability to communicate in writing	1	2	3	4	5
D. Improved my ability to make good decisions	1	2	3	4	5
E. Improved my ability to make constructive use of time	1	2	3	4	5
F. Enhanced my ability to get along with others	1	2	3	4	5
G. Expanded my tolerance for people and ideas	1	2	3	4	5
H. Assisted me in clarifying the values and goals of my life	1	2	3	4	5
I. Enhanced my self-confidence	1	2	3	4	5

---

11. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

____1. Definitely yes
____2. Probably yes
____3. Uncertain
____4. Probably no
____5. Definitely no

12. If you could go back, knowing what you know now, would you still attend JCCC?

____1. Definitely yes
____2. Probably yes
____3. Uncertain
____4. Probably no
____5. Definitely no

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13. Would you recommend attending JCCC to your friends and acquaintances?

____1. Yes
____2. Unsure
____3. No

14. Would you encourage your children to attend JCCC?

____1. Yes
____2. Unsure
____3. No

15. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be?

Why did you select this person?

16. Which of the following best describes your <u>current</u> <u>primary</u> educational objective? (check only one)

____ 1. Transfer to another college or university
____ 2. Prepare for graduate school
____ 3. Prepare to enter the job market
____ 4. Improve skills for your present job
____ 5. Explore courses to decide on a new career
____ 6. Remedy or review basic skills
____ 7. Study topics of interest or for self-improvement
____ 8. Prepare to change careers
____ 9. No plans for more education
____10. Other (please specify)

17. Are you currently enrolled in any classes? (Check only one)

____1. No
____2. Yes, enrolled full-time
____3. Yes, enrolled part-time

If yes, where are you currently enrolled?_____

18. Do you plan to enroll in classes again?

____1. Yes, at JCCC
____2. Yes, elsewhere (Where? _____)
____3. Unsure
____4. No

19. Which of the following best describes your JCCC grades? (check only one):

____1. Mostly A's
____2. Mostly A's and B's
____3. Mostly B's
____4. Mostly B's and C's
____5. Mostly C's
____6. Mostly C's and D's
____7. Mostly D's
____8. Mostly F's

Personal Profile

20. Highest level of education attained:

____1. High school diploma
____2. Vocational certificate
____3. Associate's degree
____4. Bachelor's degree
____5. Master's degree
____6. Doctoral/professional degree

21. Current employment situation:

____1. Full-time military
____2. Employed full-time (30+ hours per week)
____3. Employed part-time (under 30 hours per week)
____4. Unemployed, actively looking for work
____5. Not in labor force (not employed and not looking for work)

22. If employed, how satisfied are you with your present job?

____1. Very dissatisfied
____2. Somewhat dissatisfied
____3. Neutral
____4. Somewhat satisfied
____5. Very satisfied

23. Race:

____1. American Indian/Alaskan
____2. Hispanic
____3. Asian/Pacific Islander
____4. African American
____5. White/Other

24. Marital status:

____1. Single/never married
____2. Married
____3. Previously married (separated, divorced, or widowed)

25. Sex:

____1. Female
____2. Male

26. Age:_____

27. Annual family income:

____1. Under $20,000
____2. $20,000 to $40,000
____3. $40,001 to $60,000
____4. $60,001 to $80,000
____5. $80,001 to $100,000
____6. Over $100,000

Any comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated. Thank you for your help!

November 11, 1991

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improving its programs and services, we are surveying former students who attended JCCC during fall 1990, spring 1991, or summer 1991, but did not return this fall. We are particularly interested in your opinion of JCCC, whether you met your educational objective at JCCC, and your educational plans for the future.

JCCC was one of 25 colleges which participated in a study conducted by National Effective Transfer Consortium (NETC) last spring, and you may have been included in the random sample of students surveyed at that time. Although some of the data collected may be similar, the enclosed survey provides a much more comprehensive review of the perceptions and opinions of JCCC leavers. Thus it is most important that you complete and return this survey, even if you also participated in the NETC study.

Please take a few minutes to answer each of the questions on the enclosed survey as completely and accurately as possible, then return the completed survey in the business reply envelope by Friday, November 22. Naturally all responses will be kept strictly confidential and reported as group data only. Your responses will be used by the college to help us in meeting the needs of future JCCC students.

Thank you for your contribution to this important project, and good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

December 2, 1991

Dear Former JCCC Student:

A few weeks ago we sent you a survey requesting information about whether you met your educational objective at JCCC, your opinion of JCCC, and your educational plans for the future. We are pleased with the response thus far, but would like to make it even better. If you have already completed the survey, thank you very much. Your responses will help us in planning to meet the needs of future JCCC students like yourself.

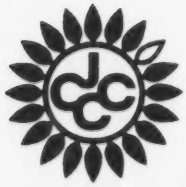
In the event you have not as yet completed the survey and returned it to us, we are enclosing a second copy. Please take a few minutes to answer each of the questions and return the survey to us in the envelope provided by Friday, December 13. Naturally your responses will be kept strictly confidential and reported as group data only.

Thank you for your contribution to this important project. Good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures



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